

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: October 19 – 23, 2015

WEEK: 11

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	SSEF.4 The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce. a. compare command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, government regulation	Do Now: What are the four characteristics of money? Opening/Tie-in: Scaffold EF 4 WG Work Session: 1. Complete graphic organizer on Market v Command economies (Ch 2-1) Ind/Pair 2. p. 39, Q 3,4,5 Ind/Pair 3. p. 44 Q 3,4,5 Ind/Pair Closing: Which type of economy do we have? (<i>Power Block: Who Exactly is Government Helping? – initial reading and vocabulary check</i>)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Smartboard G.O. handout Power Block reading	Formative: Teacher Observation Q&A Textbook questions Summative:
TUES	SSEF.5 The student will describe the roles of government in a market economy a. Explain why government provides public goods and services, redistributes income, protects private property rights, and resolves market failures	Do Now: Name a disadvantage of a command economy. Opening/Tie-In: Scaffold EF 5 WG Work Session: 1. PPT 7-2 Market Failures (3-11) 2. p. 176 Q 3,4,5,6 Ind/Pair Closing: Are 'market failures' actually failures in the market? (<i>Power Block: Read intro and Local Protection from Food Truck – Who is being helped and hurt?</i>)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Smartboard PPT Power Block reading	Formative: Teacher Observation Q&A Textbook questions Summative:
WED	SSEF.5 The student will describe the roles of government in a market economy b. Give examples of government regulation and deregulation and their effects on consumers and producers.	Do Now: Why are market failures identified as failures? Opening/Tie-In: Today ties together 'market failures' with government intervention. WG Work Session: 1. PPT 7-3 Role of Government (18-33) WG 2. p. 183 Q 3,4,5,6 Ind/Pair Closing: Does government intervention in the market usually help or hurt the market? (<i>Power Block: Read State Protection from Gas Pumps – Who is being helped and hurt?</i>)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Smartboard PPT Power Block reading	Formative: Teacher Observation Q&A Textbook questions Summative:
THUR	SSEF.5 The student will describe the roles of government in a market economy a. Explain why government provides public goods and services, redistributes income, protects private property rights, and resolves market failures b. Give examples of government regulation and deregulation and their effects on consumers and producers.	Do Now: Quick study for quiz Opening/Tie-In: This quiz finalizes the information to be on Test 2-1 next week Work Session: 1. EF 4 & 5 Quiz Ind 2. Exercise # 1, X = money Ind 3. Catch up on book questions Ind Closing: What areas caused you the most problem on the quiz? (<i>Power Block: Read Federal Protection from Employment – Who is being helped and hurt?</i>)	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Smartboard Quiz Power Block reading	Formative: Teacher Observation Q&A Quiz Exercise # 1 Summative:
FRI	SSEF.3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties. SSEF.4 The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce. SSEF.5 The student will describe the roles of government in a market economy SSEMI.1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.	Do Now: Gather all of your notes, graphic organizers, etc for use with practice Qs, if needed. Opening/Tie-In: ID quiz areas of weakness WG Work Session: 1. Practice questions for Test 2-1 (EF 3,4,5 & MI 1) Ind 2. Review results and strategies for test taking WG Closing: What one area should we go over again on Monday? (<i>Power Block: Based on your assessment from reading the three sections, explain what the problem is and how to correct it.</i>)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Practice Question sets Quiz results Power Block reading	Formative: Teacher Observation Q&A Practice question results Summative: